

Module Five

Wendy Edney, Ed.D.



MANAGERIAL LEADERSHIP

Announcements



- **TaskStream**
 - Hold on requesting review for 1A and 1B until last module
- **Include reflections in Artifact evidences**
- **Exemplar**
- **APA**
- **Missing Assignments/Posts**
 - No more reminders of missing assignments
- **Confidentiality**
- **Accessing Dover Library**
 - Natalie P. Edwards Bishop, MLIS
 - Instruction Librarian & University Archives
 - 704*406*3274

Blackboard Topics for Module 5



- Module 5 Overview
- Qualitative Data Collection
- Artifact 5C School Environmental Analysis
- Legal and Ethical Considerations
- Building and Organizational Management
- Budgeting
- Technology
- Reflection

Artifact 5C: School Environmental Analysis



- *Submit to Instructor - Not to TaskStream*
- **Description:** This component of the CAAP will require the candidate to be a **participant observer** in the selected school with a deliberate purpose of gathering qualitative data by observations and interviews of existing staff. The candidate will describe the school setting, the community setting, school environment, student achievement, student and staff cultural diversity, including exceptionalities, race, ethnicity, socioeconomic status, gender, and other differences that may exist in the school and community. The School Environmental Analysis is the second of three analyses that contribute to the CAAP.

environmental analysis



- **Definition**

- Evaluation of the possible or probable effects of external forces and conditions on an organization's survival and growth strategies.

Qualitative Data Collection



- Consists of collecting data using **forms** with general, emerging **questions** to collect information from a small number of individuals or sites
- Qualitative forms of data:
 - Interviews
 - Observations
 - Documents
 - Audiovisual materials

Data Collection Approaches



○ Interviews

- ✦ Develop a few general questions but allow the conversation to emerge

○ Observations

- ✦ Observer or Participant Observer

○ Documents

- ✦ Analyze school documents
- ✦ Analyze student work/portfolios

○ Audiovisual materials

- ✦ Examine photos and/or videos
- ✦ Videotape a situation (exclude students; seek permission)

Qualitative Data Collection



- **Types of Interviews**
 - One-on-one
 - Focus Group
 - Telephone Interviews
 - E-mail Interviews
 - Open-ended questions on questionnaires

Qualitative Data Collection



- What types of data will you need to gather for this activity? Who will you interview/observe?
 - ...participant observer in the selected school with a deliberate purpose of gathering qualitative data by observations and interviews of existing staff. The candidate will describe the school setting, the community setting, school environment, student achievement, student and staff cultural diversity, including exceptionalities, race, ethnicity, socioeconomic status, gender, and other differences that may exist in the school and community.

environmental analysis



- **Definition**

- Evaluation of the possible or probable effects of external forces and conditions on an organization's survival and growth strategies.
- Note: Use a cultural lens

Artifact 5C Expectations and Evidences



- Expectations and Evidences Document

Artifact 5C Grading Rubric



Assignment	Description	Emerging	Developing	Proficient	Accomplished
Part C: School Environmental Analysis	This component of the CAAP will require the candidate to be a participant observer in the selected school with a deliberate purpose of gathering qualitative data by observations and interviews of existing staff. The candidate will describe the school setting, the community setting, school environment, student achievement, student and staff cultural diversity, including exceptionalities, race, ethnicity, socioeconomic status, gender, and other differences that may exist in the school and community. The School Environmental Analysis is the second of three analyses that contribute to the CAAP.	The analysis includes minimal descriptions of the school setting, the community setting, the school environment, student achievement, student and staff cultural diversity, including exceptionalities, race, ethnicity, socioeconomic status, gender, and other differences that may exist in the school and community.	The School Environmental Analysis includes a minimal description of the qualitative research process utilized by the candidate. The analysis includes brief descriptions of the school setting, the community setting, the school environment, student achievement, student and staff cultural diversity, including exceptionalities, race, ethnicity, socioeconomic status, gender, and other differences that may exist in the school and community.	The School Environmental Analysis includes a brief description of the qualitative research process utilized by the candidate. The analysis includes descriptions of the school setting, the community setting, the school environment, student achievement, student and staff cultural diversity, including exceptionalities, race, ethnicity, socioeconomic status, gender, and other differences that may exist in the school and community.	The School Environmental Analysis includes a thorough description of the qualitative research process utilized by the candidate with multiple data sources indicated. The analysis includes descriptions of the school setting, the community setting, the school environment, student achievement, student and staff cultural diversity, including exceptionalities, race, ethnicity, socioeconomic status, gender, and other differences that may exist in the school and community.

Managerial Leadership



TOPICS TO EXPLORE:

- LEGAL AND ETHICAL CONSIDERATIONS
- BUILDING AND ORGANIZATIONAL MANAGEMENT
- BUDGETING
- TECHNOLOGY

Legal and Ethical Considerations



- **Big 5 Administrative Issues**
 1. Church/State Relations
 2. Student Rights
 3. Bullying, Harassment, and Discipline
 4. Teacher Employment, Retention, and Termination
 5. Students With Disabilities

Legal and Ethical Considerations



- **Journal of Cases in Education Leadership**
 - In your post, describe the legal and/or ethical issues involved in your case study. Also, please describe some of the key managerial leadership skills needed by a school administrator in this type of scenario. Have you been involved with or witnessed anything similar to this in your school? If so, how was it handled by the administration?

Building Management



- Buildings effectively maintained may result in:
 - Higher attendance rates for both teachers and students
 - Increased student achievement
 - Increased teacher and student morale

Budgeting



- Do you agree or disagree?

- Even though all subjects are important, literacy is most important.
- Even though all teachers are important, those who bring deep subject knowledge and can integrate across disciplines or programs are worth more.
- Even though band, sports, and other electives can be a crucial part of a balanced education, the community must find new ways to pay for and provide them.
- Even though student readiness and social health provide a base for student learning, schools cannot be held accountable for providing all services to students, and they aren't staffed to do so.
- Even though investments in teacher professional development and technology may mean an extra student in your class, we can't build and sustain excellent schools without more of such investments.

Technology



- Chapter 14 in Ubben talks about Technology Applications for School Management
- Discussion Board Prompt:
 - How is technology being used by your school's administration to manage the day-to-day operations? How would you improve the use of technology for management if you were the administrator? Reference Chapter 14 in your comments and make one substantive post to another student's comments.

APA



- Remember to adhere to APA
 - <http://supp.apa.org/style/PM6E-Corrected-Sample-Papers.pdf>

Due Date for Module 5



Midnight, Sunday, November 6, 2011

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